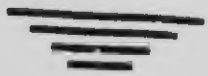
EDUCATIONAL ADDRESSES

HON. R. HARCOURT



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SPEECH

HON. R. HARCOURT

AT DUNDAS, NOV. 12TH, 1901.

Hon. Mr. Harcourt was given a cordial reception. He said that he was pleased to be privileged to discuss political questions at any time or place with his fellow electors, and especially so in counties such as Wentworth which had been honored from time time in sending as representatives to Parliament distinguished men such as Messrs. Rymal, Bain, Somerville and Awrey. These men won credit for themselves and brought honor to the county. In more recent years the different ridings of Wentworth had at one time or another been ably represented by his old friends McMahon, Dickenson, and Flatt.

Mr. Harcourt then called the attention of the audience to the fact that the policy of the Liberal party was an open book, everyone knowing its scope and aims. All Liberals invited discussion, and were content to be judged by their policy as it stands disclosed on the journals of the House and in the Statute Books.

If our opponents hoped to discredit us in the eyes of the people they must announce a better policy. Mere general fault-finding and all-round scolding will have no effect. The speaker next alluded to the address of the candidate, Mr. Thompson, and congratulated the Liberals on their choice. Mr. Thompson's clear statement of his views gave promise of conspicuous useful-

ness when he would take his seat, as he certainly would do a few months hence in the Legislature.

Mr. Harcourt announced that he purposed speaking on the questions of finance and education, two subjects which were intimately connected. We needed money for our schools, and were it not for the training imparted in them commerce would wane and the prosperity of the nation languish. All were agreed as to the necessity of education. He pointed to Germany as a striking example of a country whose success was attributable to the public school and the university. The Germans believed that the Prussian common school should be credited with the victory at Sadowa. The public schools paid dividends in the form of vigorous manhood and womanhood. No political party should be permitted to make a football of the schools. The trail of party should not be allowed to blight the usefulness of the public schools of the country. The temptation, however, appeared to be continually too great to the politician to make capital out of criticism of the Public schools, and the training therein given to the youth of the land.

TEACHING A PROFESSION.

Trained teachers were the first necessities of any school system. It was the personality and equipment of the teachers which counted for most in the training of youth. From the Normal Schools alone 600 teachers went out yearly to train the youth of the land, and in the entire Province the teachers, 8,000 in all, were all trained instructors, a better showing than that made anywhere else. In England and Wales two-thirds of the teachers were not trained at all, were only what were known as pupil-teachers. There were 26,000 teachers untrained in England, while the great majority of the whole body of teachers are not even certificated. The importance of having well-trained teachers could not be over estimated and Ontario was doing all that could be done in that particular.

He alluded to the excellent work done in the Continuation classes which now had on their rolls 25,000 scholars. He hoped so to arrange these classes as to make their work of special value. It is very important, the speaker argued, to prolong the

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school life of our boys and girls. In 1897 we had 165 Continuation classes; in 1898, 176 classes, and in 1899, 431 classes.

Mr. Harcourt contradicted the charge that the High schools were merely "teacher factories." Last year 24 per cent. of High school pupils entered mercantile life; 15 per cent. went to the farms; 7 per cent. joined the learned professions, and 21 per cent. joined the teaching profession. After some further details as to the Province's educational system, and the reading of additional opinions showing in what high estimation it is held by the educationists of England and other countries, Mr. Harcourt referred at some length to the question of text-books. He forcibly argued that no schools could be engaged in better work for the state than in training teachers, and denounced as shortsighted the views of those who thought to depreciate the value of our High schools by styling them 'teacher factories."

Our special aim now was to emphasise the teaching of those subjects which would be of most use to the student in after life. Let me give a single example: In our High schools we now had 24 Commercial Specialists and nearly 2700 scholars studying Stenography. One High school scholar out of every four upon leaving the school engaged in business pursuits, and our schools aimed at supplying them for this special work. One High school scholar out of every six returned to the farm, and these will be the first to proclaim the vast superiority of the High schools of to-day in the matter of science teaching, chemistry, botany, etc., compared with the ill-equipped schools of only a few years ago.

ILLITERACY AND CRIME.

He spoke of the school system of Massachusetts, recognized as one of the best in the whole world, where the average school attendance is seven years as agninst an average of 4 3-10 years in the rest of the Union. The average wage-earning capacity of the men, women and children of that State was 73 cents per capita per day, as compared with the average over the whole United States of only 40c. With education as thorough all over the Union as in Massachusetts the additional wage earning power of the Union would amount to 200 millions of dollars yearly, a

clear proof that money spent on education brings back dividends of a financial character, as well as those of higher manhood and womanhood. Of the 154,754 persons convicted of crime in Great Britain in 1899, only one-half of one per cent. of the total were designated in the reports as well educated. Of the total number 19 per cent. could neither read nor write, and 75 per cent. while not wholly illiterate, could scarcely read or write. Better to spend money in educating our boys, in keeping them at the school and off the streets, than to maintain prisons. A well-known man in England is often quoted as saying "open the school house and close the prison."

TEXT BOOKS.

Mr. Harcourt, in discussing text books, pointed out that what was wanted was books national in aim and tone and spirit. The good text book must inspire love of home and country. Our text books must as far as is possible be uniform, one book in each subject used alike in every part of the Province. At the same time each school should have a reference library and the teacher should be able to present his subject from every point of view. The successful teacher will never rely on any one text book. Attention must be paid also to grading and to mechanical details such as quality of paper, of type and of binding. We have kept these aims constantly in view. The faultless text book or the perfect text book did not exist and never would be written simply because everything human is more or less imperfect. The best possible text book is the well-equipped teacher. Very able men differ greatly as to the merits or demerits of this or that text book. All our Public school text books have been written and edited by our own students and teachers: not one of them is the work of a foreign author. They have been printed by home publishers. This was not the case a few years ago. We have uniformity to a greater extent than obtains in England, France, or the United States. Indeed there is no pretence at uniformity in the United States. A town or a township, or in some cases a city or a county, may have uniform text books, but in any one State you will find an almost endless variety of books. We all know what disadvantages this entails. The

want of reasonable uniformity in the United States and elsewhere is the subject of much discussion and is generally deplored. What are called new adoptions are extensively advertised and school boards are constantly besieged. Nowhere, I repeat, has the idea of uniformity been so thoroughly adhered to or realized as here in Ontario, and as a result a large sum of money has been saved annually to the parents of our pupils.

GEOGRAPHIES—OLD AND NEW.

It has recently been charged by the Opposition press and by speakers at ward meetings, with a great flourish of trumpets, that the geographies in use in the schools are 17 years old, and therefore not up-to-date, and full of errors. Let me explain the situation. Less than two years ago a new geography was authorized in this Province, and every school board in Ontario has the right to insist that it shall be the only one in use. The Education Department believes in local self-government. The Liberal party always believed that the people should govern themselves, and the school boards you elect can say that this new and up to-date geography shall be in the hands of every school child in this Province. How misleading, therefore, the statement of my friend Mr. Osler, made a few evenings ago. Having learned of the mistake they made on this point they now put forward another question: "What about the High school geography?" Now, I ask my friends in the audience and my fellow electors, who are fair-minded, and desire to inquire independently as to what the truth is, to get a copy of the new Public school geography and read on its title page these words in large type, as to which there can be no misunderstanding:—"Authorized for use in the Public schools, High schools and Collegiate Institutes of Ontario by the Department of Education." (Applause.) My friend Mr. Osler and our other critics, if they were honest, would have told the people that the new geography was intended for and is available for every child in the Province, whether at the Public or High schools. The whole statement of our opponents, is therefore demolished. This new geography policy of the Opposition, he said, had as little merit as the other policies advanced by them from time to time.

"Now they are asking, 'Why have we not got a new High school geography?' The High school geography, as it now stands, was prepared in 1887 by Mr. Chase, a High school master of excellent reputation. Three years afterwards came the decennial census. Now what is Mr. Osler's argument? It is that the last census, the one just taken, gives us information of a statistical character which does not appear in the High school geography. If we had changed it when it was only three years in use—and, remember, it is a most expensive book to prepare—if we had brought out a new High school geography in 1891 what a cry there would have been. The old cry, 'Too frequent changing of text books: unmerciful taxing of parents.' What was done? We prepared a Public school geography which our opponents admit is up-to-date statistically and otherwise, suitable and and available for all Public and High school pupils, and authorized for Public schools and High schools alike.

Aside from statistics the old geography contains most useful information. The statistical part is a very small fraction of the whole. A new geography for the High schools has been in course of preparation for some time and would have been completed and authorized, if found suitable and satisfactory, some time ago had not the illness of the author intervened. Further, our critics quite overlook a very material fact, viz., that one of the departmental regulations specifically provides that books authorized for use in the Public schools may be used in Forms I. and II. of the High schools. The new Public school geography in use for nearly two years, is therefore under this regulation available for all our scholars, and it supplies the defects of the High school volume as regards statistics, and, as has been already pointed out, its use is definitely authorized for all schools, Public and High alike. The thunderbolt of Mr. Osler when the subject is fully discussed degenerates into a petty squib.

MR. OSLER TO THE RESCUE.

"Why, my audience will wonder, has Mr. Osler, a Member of of the House of Commons, been singled out by Mr. Whitney to formulate and propound this new and deep policy. Other great policies of the Opposition had been entrusted to Mr. Whitney's

own immediate followers who were Members of the Legislature. Mr. St. John of West York, for example, became famous as the chief exponent of one of them. The Government, strange to say, survived his prolonged and unsavory assault. The flank attack from the Humber valley soon spent its force and became a boomerang. The reason is manifest. Mr. Whitney could not, nor could any one of his followers in the Legislature propound Mr. Osler's policy simply because for long years they had shouted out in chorus a policy squarely contrary to it, viz.: that it was treasonable if not criminal to change text books. Their loudest cry was that the text books were changed too often and that the Ministers had conspired with the publishers to make uncalled for and too frequent changes in order to enrich the publishers. Mr. Whitney's first lieutenant, Col. Mattheson, could not propound the new policy inasmuch as he is on record as advocating the use in our schools of the Irish National Readers published in the early years of the last century. Our opponents are thus prepared to rush to either extreme in order to catch the votes of the unwary.

Mr. Osler has not thought out this important question in all its bearings. A text book in geography accurate today is faulty tomorrow. The maps of Africa and Asia are liable to constant change. Would he have us issue new editions every two or three years? No publisher would ever undertake the risk of preparing a book were it known that changes were likely to be so frequent. No small part of all geographies new or old remains unchanged. Our teachers are sufficiently alert to supply minor deficiencies. The old book was issued in 1887. We had a new census in 1890. If we had issued a new geography in 1890 or 1891, the old one having been in use only three years, so as to incorporate the results of the census in question, what an outcry our opponents would have raised. The world will not stand still even for the sake of perfect text books.

Our critics having exhausted the subject of geography, mathematical, physical and political, anxious for other worlds to conquer, next attack the High School History. And here, too, they seek to mislead our people and incorrectly state the facts.

They state with an air of conquest and triumph that our scholars are using a history written 20 years ago. Now a half truth is a dangerous thing, a plain falsehood is not as harmful. I give you the whole truth. We have a High school history 17 years old, the work of Mr. Robertson of St. Catharines. But Mr. Osler knew, or ought to have known—and he should not assume the role of critic unless he does know—(laughter)—that there is another authorized history, that of Mr. Clement. (Applause.) Why, it has been out only three years, and it carries the history of Canada up to 1896. (Renewed applause.) Are we to have another now in order to explain, for example, the cause of the downfall of the Tory party in 1896? (Laughter.) What about the poor parents being mulcted in heavy costs for school books if they are to have a history every year there is an election? (Renewed laughter and applause.) Mr. Clements' book is authorized; your High School Board can make every child get it tomorrow if they so decide. Mr. Osler's arguments regarding geography and history fall completely to the ground. Half truths may mislead for a day, but when the explanation and full truth is given the incorrect arguments rebound on the man who uses them. (Applause.) The regulation regarding text books is that the old one may remain in use as long as the School Board decides, and that the disuse of any book shall be gradual.

It is difficult if not impossible to write correctly and impartially the history of recent or current events. All historians and scholars have recognized this elementary fact. It is strange indeed that a history should be complained of because of its failing to record current events. Current events are best explained by the well-read teacher who for this purpose receives all the aid he needs from newspapers and magazines. The authorities of Toronto University in prescribing courses of history for their students are content to take periods down to, but not later than 1885.

The Minister then stated that the Tory party for the first time in their history were taking his (Mr. Harcourt's) line of argument on the text book question, and admitting that changes must be made from time to time. (Applause.)

TEXT BOOK REVISION—PRICES REDUCED.

He mentioned some changes in the past, instancing that in regard to the text book on bookkeeping. Formerly one had been used in High schools and Public schools at a cost of 65 cents. Now the public schools were well served with one costing only 25 cents, and the result was a great saving to the parents. Revisions of text books had been made only when such were considered absolutely necessary to the efficiency of the schools. Seven years ago the department had revised the aritharithmetic and history. Mr. Osler had uttered what were only half-truths in the hope of embarrassing the Government. The speaker denied that the department had been extravagant in the text book line, and said that if a man sent his son through the whole Public school course, which would occupy somr ten or eleven years, the entire cost of the authorized books foe such a course would only amount to $5.25, or an average per year of 50 or 52 cents.

For pupils who only went as far as the entrance examinations the total cost of books would be only $3.95, or an average of 40 to 45 cents for each year.

The total cost of the Public school text books for New York is $9.96; for Chicago, $10.45, and for Ontario, having regard to corresp nding books, is $3.95.

If we examine the text books in use in Maine, Pennsylvania, or Massachusetts, it will be found beyond any question that taking them page for page they cost at least twice as much as the corresponding books in our own Province.

Tested by methods of comparison, the Ontario text books are cheap :—

1. The Ontario Readers cost $1.65.
   The best American Readers (Swinton's, Barnes', Monroe's) cost $3.66, $2.65, and $2.57.

2. The Ontario Grammar costs 25 cents.
   The best known American Grammars (Brown's Hydes', Kellogg's) cost $1.16, $1.95, $1.01.

3. The Ontario Arithmetic costs 25 cents.
   The cheapest American Arithmetic costs 95 cents.

Within the last few years we have reduced appreciably the cost of the Drawing Books, the Writing Books and the Readers.

The Minister then reminded the audience that the Royal Commission of 1897, appointed to inquire into the text book question, consisting of Judge Morgan, Mr. Bain (Librarian of Toronto Public Library), and Mr. Blackett Robinson, (publisher and editor), had reported that:

"The retail price now charged for each book (Readers) is not excessive and should not be reduced to any lower prices."

Also that, "The public here obtain school books of equal educational and literary merit and excellence in make-up as those of the United States at much cheaper rates."

And that "The public have obtained the books at lower prices than could have been obtained under any other system than the system of authorization now adopted."

Mr. Harcourt pointed out how little criticism there was as to educational matters in Ontario compared with other countries. He quoted form the London Times, (England), the Manchester Guardian, from the "Schoolmaster," which is the special organ of the National Union of Teachers in England, and from distinguished members of the House of Commons extracts showing how deep-rooted and general was the dissatisfaction existing in England concerning the state of the schools and the work of the Department.

DR. M. SADLER.

He referred also to Dr. Sadler, late School Inspector in England, and now Director of Special Inquiries, who prepared the Diamond Jubilee Volumes relating to Education in the Colonies and elsewhere. Dr. Sadler is one of the greatest authorities as to educational problems the world over and in a covering letter printed with the Jubilee reports he says:—

"It is pleasant to turn from some of the colonies to such a system as has been developed in Ontario, where admirably graded schools provide for every sort of instruction that a child can benefit by.

"A central Department ensures uniformity of standard by reserving to itself the powers of granting certificates to teachers and inspectors, and of settling the course of study in schools of

each grade; the appointment of teachers to a school, of inspectors to a district, is in the hands of local boards, who also spend the money allotted to their district. All elementary schools are free, the central Government and the County Council subsidising them on an attendance basis, while their township provides the balance that may be necessary.

"These schools confine themselves almost entirely to the straightforward teaching of everyday subjects: the 'public school leaving examination' is confined to English subjects, arithmetic and mensuration, drawing, bookkeeping, and elemen- algebra and geometry."

Our teachers are for the most part competent and do their work earnestly and well. Our school boards as a rule sincerely desire to make the schools more and more efficient and the ratepayers with commendable generosity tax themselves for their support.

Were it not for the needs of the politician there would be no school question of any kind, text book or otherwise, to agitate the public mind. We must remember also that each recurring general election amply proves that our people will not allow our schools to be used as a stick with which to beat the Government.

EXAMINATION PRESSURE LESSENED.

We have gradually decreased the number of examinations and the number of subjects prescribed for examination. It is realized the world over that what is called examination pressure is a real evil. In every country this is a subject of keen discussion. We must have qualifying examinations for the professions, for teachers, etc. We should eliminate the merely competitive element as far as possible.

In the period from 1870 to 1880 we had eight examinations and 92 subjects, and frequent changes as well. In the year 1896 we had only seven examinations (or only five by taking two form examinations together) and 66 subjects. At the present time we have five examinations and 46 subjects (or only four if Leaving examination parts I. and II. are taken together)

The only examinations now prescribed are the Entrance Examination, (and no teacher suggests its abolition), the Commer-

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We have made very satisfactory progress in different directions. Much remains to be done. Education is a phase of life. It cannot remain long in one mould. There is no finality about it. Our system excellent though it may be considering our needs is by no means perfect. Neither are our churches perfect, or our banks or any other of our institutions.

Mr. Harcourt reminded the audience that our grants to Education were increasing year by year and that in a growing Province further increases from time to time must be expected. Our grants for education since 1893 have been as follows:—

YEARLY EXPENDITURE ON EDUCATION.

1893	$662,520
1896	702,457
1897	719,815
1898	735,998
1899	746,001
1900	758,466

The Minister regetted that time would not allow him to explain the new directions in which his department was working with the view of extending its usefulness. He hoped at some future day to explain to them the system of Travelling Libraries which was inaugrated only a year ago and from which much good must result. He also hoped at another time to refer to the teaching of Manual Training and Domestic Science which had been successfully commenced in some of our larger centres.

Mr. Harcourt closed by giving a hurried account of the financial condition of the Province and explained that the Government had not only carefully husbanded existing sources of revenue but had also most successfully provided new sources, such as succession duties and taxes on corporations. From succession duties the Province thus far received $1,729,748.75 and from corporation taxes $683,952.97.

Mr. Whitney, who posed as a friend to the people and a foe to the corporations, persistently opposed the imposition of taxes on corporations and recorded his vote not once but twice (on the second and third reading of the bill) against the measure which provided for these taxes.

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(From The Renfrew Mercury, Nov. 22, 1901.)

MR. HARCOURT AT RENFREW

Kindergarten, Manual Training, Domestic Science and Agriculture to be introduced in Renfrew Schools

The Minister of Education Makes Forceful Addresses on Educational Topics.

The Renfrew Board of Education has been making history this week. On Monday, during the visit of the Minister of Education, they committed themselves to departures which will secure for Renfrew schoolastic advantages and improvements possessed by few other towns in the Dominion, and leading up to another innovation shortly in which Renfrew will lead in Canada.

The Minister was first driven to the Ward School, and after an examination of it, expressed himself very much pleased with all the arrangements of that school, and with the building itself.

Then the party drove to the Public School, and Hon. Mr. Harcourt visited all of the rooms: in the Fourth Room making a splended twenty-minute address to the teachers, model students and scholars of that form: his admonitions to the teachers-in-training of the responsibilities they were about to assume through the schools of the country being particularly forceful and well-timed.

Then on to the High School Hall, where a special meeting of the Board was held. There were present: J. H. Wolford, chairman, Geo. Eady, Jr., Secretary, S. T. Chown, A. A. Wright, D. W. Stewart, Dr. Murphy, Dr. Cleary, Jas. Clark, Jas. Ward, Dr. McCormack, G. W. McDonald, Dr. Connolly.

Dr. Walford in opening welcomed the Minister on behalf of the Board, and then made a brief reference to the membership of the Board, the length of service on it of some of the members—Mr. Ward for nearly forty years, Messrs. McDonald and Wright for nearly thirty—and the fact that so many of the members were professional men or the holders of university degrees. For many years, Renfrew had been recognized as an educational centre; pupils coming here, passing other High Schools for that purpose; and at present some fifteen or twenty pupils came from other parts of the county, coming by rail in the morning and leaving by rail in the evening, at less expense than if there were High Schools nearer home: Renfrew school charging no fees and the railways giving low rates of transportation. He concluded by asking the Minister to explain to the Board what it was necessary they should do to advance the High School to Collegiate Institute standing.

Hon. Mr. Harcourt first expressed his pleasure at what he had seen of the schools, and of the excellent position they were in in Renfrew to make the developments proposed, and outlined what yet remained for the Board to do to get Collegiate standing by the first of the new year.

The chairman then called upon Mr. Chown, as the "Finance Minister" of the Board, to lay before the Minister the financial condition of affairs here. This Mr. Chown did, showing that the expense of the introduction of the kindergarten, domestic science and manual training courses could be so arranged that the burden of the taxpayers need not be very heavy if the Board received that amount of aid from the Department that they thought they should, if they read aright the departmental conditions.

Then the meeting took on the form of a conference: the members asking questions, and the Minister giving them the desired information and promising all the financial aid that could be legally given.

By half-past one the school hall had a large audience in waiting for the public meeting. Pending the arrival of the

members of the Board and the Minister of Education, the students entertained the assembly with good music.

In opening the meeting, the chairman of the Board, Mr. J. H Walford, expressed his pleasure in welcoming the audience It was, he thought, the first time the town had had the honor of hearing the Minister of Education for the province. He regetted the absence of the Hon. Mr. Latchford, who has already done so much to assist the Board, and who was only kept away by family affliction. One sister had been buried the day previously and another was seriously ill The chairman then briefly pictured the progress in the educational institutions of Renfrew, from the days of forty years ago, when one teacher held sway in a little log-school, which was still standing, down to the present, with its many fine buildings, and large staff of teachers and greatly increased curriculum. Before calling on the Minister, he said, he would call on one or two local speakers, the first of whom was the Mayor.

Mr. Smallfield spoke of the many advances the community had made since it assumed the dignity of a town six years ago, but none of which surpassed in importance the event of the day. He emphasized the importance of national educational methods; congratulated the town on the progressiveness of the Board of Education, and on its effort to get the very best education for Renfrew's youth; and sought to impress on the Minister that Renfrew had done so much to help itself and the Province in progressive ways in connection with Farmer' Institutes and Good Roads that the people felt that they now had a strong claim on the sympathy of the Government, and on its big cash surplus, for aid in the experiments now about to be undertaken in the schools here.

Mr. A. A. Wright, M.P., who was next called on, also referred to the efforts in the past to make Renfrew a centre of education, and said that in doing what was now proposed, advancing the status of the school, some additional expense would no doubt be incurred; but thought that the ratepayers would not object to that in order to have their schools as efficient and up-to-date as possible. By adding the new teachers, the studies could be

moulded into such shape that much of the slavish home-work would not be required: and yet that the scholars would make just as rapid progress. (A sentiment warmly received by the students.)

Hon. Mr. Harcourt was heartily received. He expressed himself as delighted with what had been said by the preceding speakers: they breathed a spirit of progress, of aggressiveness in educational matters. If the schools were prosperous the town must be prosperous also. He was delighted, too, with what he had seen of the schools and the school buildings: and of the teaching staff, as well as the class of teachers-in-training. The Minister expressed his regret that there had not been time in the morning for him to visit the Convent School but hoped that this meeting would be over in time for him to do so. He referred in complimentary terms to the music furnished by the pupils, for as an old saying had it: "Art and music were the embroidery of life."

With some humor he touched on the chairman's pictures of school life forty years ago, and even in later days, when like his friend Mr. Scott (Inspector) he was the complete staff in a small High School. Like the House of Lords, as described recently in language for which he would not care to be held responsible,

"They done nothing in particular
And done it very well."

To-day the High School of Renfrew would compare with what only a few years ago were called Universities, in the United States. Twenty years ago, the High School curriculum comprised almost solely classics in the forenoon, mathematics in the afternoon. That was about all. Now, science had found its way in. But this he pointed out, must not be allowed to displace the other studies. We will always need the learning of the ancients and their culture. A knowledge of the old languages was necessary for the learning of the beauty of our own. The mathematical, too, was necessary as a means of mental discipline. Then the Minister proceeded to deal with the trend of to-day educationally, and the forces that have led up to the changes. Education was an aspect of life ever-changing, and at its best

when it is best suited to the environment and the circumstances surrounding it. Two hundred years ago, Harvard university was a theological school only, i.. which was taught ancient languages, ancient literature and theology. That was what was wanted at that time. But now it had changed its curriculum. In England until recent years there were only two universities. Now there were ten or twelve: and the newer ones were devoted to commercial and scientific studies. Ten years ago there were no technical schools in England getting government grants. Now £900,000 were devoted to these schools. One of these in Liverpool, alone, had 4,000 students.

Touching the point that had led to the changes, the Minister impressed the value of schools to a nation by several illustrations. The dividends from schools were greater than bank dividends," he declared: and quoted as a point in evidence, statistics gathered by the careful American bureau of statistics. Massachusetts, it was well known, was very advanced on educational lines, and it was found that the boys and girls in that State attended school seven years on an average from ages 6 to 13. In all the United States, the average attendance was only 4 and 3-10 years. It was also found that on the average, men, boys and girls th.aghout the States, earned 43c. a day, while in Massachusetts, the average earning power was 70c. a day. In England in one year 154,754 persons were convicted of crime. Only ½ of 1 per cent. of these had such an education as would be given in our High Schools; 19% could neither read nor write: 75% could read and write, but so imperfectly as not to be counted as "educated." It profited more to spend money to keep the children in school and out of gaol than to leave them without education and let them go to prison. Britain now felt it incumbent to spend $100,000,000 in South Africa. It was equally necessary to spend in modern education to save the Empire commercially. Quoting a German professor, "The money we spend on our schools comes back in the manhood of the nation." The Minister then pointed out that trade conditions were what had caused the agitation for change in England. Of late years, the United States and Germany had rivalled England

in the steel, leather and tool manufactures, in building warships and in electrical enterprises; and in the making of finer chemicals. This had led Englishmen to put on their thinking caps and investigate, and send deputations, and the answer came that the teaching of the sciences in a consecutive way was the reason for the supremacy of Germans in industrial enterprises; and that the German schools were alone responsible for the progress Germany is making. The average of education in Germany was better than the average in any other country in the world. Mr. Harcourt quoted several instances of the wonderful commercial development flowing from the education given in German schools, and the tendency it had to send the educated men into the workshops—150 Doctors of Philosophy at work in one establishment at Mannheim. The English people are waking up to their deficiency in secondary education, and taking rapid steps to rectify matters, for it is yet with them "What we have we'll hold!"

Coming nearer home, Mr. Harcourt contrasted the recent development in technical schools in the States with the comparative little that has yet been done in Canada in this direction. Twenty to thirty schools in the States—the Massachusetts Institute of Technology alone with 2,000 students, 174 teachers, and an annual cost of $375,000—while in Ontario one School of Practical Science in Toronto, 300 students, 14 instructors, and annual cost of $35,000. Nature had done less for Germany than Canada, and Canadians should not content to lag behind in giving their young people all the educational advantages possible. Touching the new studies that were to be introduced into the Renfrew schools—domestic science and manual training—he confessed he did not like the names and did not think that they would cure every educational ill; but they would lessen the nervous strain, and make their work more interesting to the pupils. The experience in Massachusetts of similar training in principle had been good. Enforced by law for the high schools in towns of 20,000 population, five years after it was enforced for public schools also, and many of the schools had introduced it voluntarily. The best feature of the new training was that

it gives a due regard for the dignity of labor, reaching Ruskin's ideal: "He taught us to hold in loving reverence the poor man and his work, the rich man and his work, God and His work."

Dwelling on this aspect of manual training, the Minister of Education concluded an address which throughout its whole delivery interested and impressed the large and intelligent audience facing him. There was general expression afterwards that the time had seemed all too brief and that the auditors would willingly have sat for a much longer period under the forceful yet pleasant utterances of Hon. Mr. Harcourt.

Formal expression of the feeling of the audience was conveyed to the Minister in a vote of thanks moved by W. Barclay Craig, B.A.,—who also congratulated the Board of Education on their work, and Principal McDowell on his many years of able service,—and seconded by Rev. John Hay, B.D., who especially referred to the Minister's remarks on the dignity of labor, and said that the new methods would be welcomed if they educated to the honoring of honest toil.

Then the students broke into music again: Mr. W. C. Ewing, science master, wielding the baton, and Miss Moore on the organ, Graham Kearney on the violin, and J. W. Dafoe on the cornet, accompanying. It made good music, quite worthy of the visitor's compliments. "God Save the King!" concluded the exercises.

(From the Brantford Expositor, Dec. 3, 1901.)

Y. W. C. A. OPENING

Formal Dedication and Opening of the Brantford Y. W. C. A. Building.—Hon. Mr. Harcourt Delivered an Inaugural Address.

The formal opening of the Brantford Young Women's Christian Association's new building last night marked a stage of development of Y. W. C. A. work in this city that is truly surprising. Although only in existence seven years the Association has quarters and prospects that any other association might envy, and that few enjoy. Its commodious and entirely modern home at the corner of George and Wellington streets is a credit to the city and to all interested in its upbuilding. It is the fruit of strong endeavor, a consummation long devoutly wished. And all concerned deserve the heartiest congratulations of everyone interested in the work they are so successfully carrying out. The work has been placed on a self-sustaining basis and the cost of the new building has been most entirely met.

The work which the Association is doing is but partially understood by the people as a whole. While the fundamental principle of the Y. W. C. A. work is to furnish a home for those young women who are without home influence and associations, still it extends much further than that. Educational, physical and social departments are conducted under qualified direction: an employment bureau does a good work in securing situations for young women, and the spiritual side of the work is emphasized very strongly. In addition, now that the new quarters are entered into, a domestic science department will be instituted.

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THE NEW BUILDING.

The new building has been in the course of erection and renovation since the first of April. As will be remembered, the Association purchased the First Presbyterian church. The church has been altered so as to be scarcely recognized either within or without. A wing was added to the east side, which increased its size by more than one-third. The work was in the charge of Mr. G. W. Hall, architect, and Mr. S. F. Whithan, contractor. The total cost of the site, building and improvements total $20,000. Inside, the building presents a most attractive appearance. There are four floors, all fitted with steam heating and electric lighting. The rooms are large and airy, the halls are wide and access is easily gained to any part of the building. The plans were drawn especially to make it homelike and attractive, and those to whom the work of fitting up was intrusted did it thoroughly well.

On the ground floor, which extends a little below street level, are to be found the domestic science rooms, the dining room, a lavatory and three bath rooms. The domestic science room, which is not yet completed, contains separate appliances for 24 students, each being furnished with their own work table, gasoline heater and culinary utensils. The dinning room is a large cheery room, capable of seating 50 diners. The bathrooms on this floor are for public use, any outsider having the privilege of using them on payment of five cents.

The second floor includes the general reception room, board room, secretary's office, music room, general reading room, the auditorium, and three bed rooms. The auditorium, including gallery and floor, has a seating capacity of over 500.

The third and fourth floors are fitted up into bed rooms, there being 32 in all, and three bathrooms on each floor. These rooms are large and bright. Those who will occupy them pay according to their means. Some will pay as high as four dollars for their board while others will pay only two. Every room is furnished by the Association.

CHAIRMAN'S ADDRESS. (T. H. PRESTON, M.P.P.)

The chairman spoke of the large attendance as indicating the high regard which the people of Brantford had for the Association and the esteem in which its work was held. Those who were present at the birth of the Association a few years ago, had little conception that in so short a time it would achieve such a vigerous growth and come into possession of such a beautiful home. The intervening years had witnessed a quiet and unostentatious prosecution of the various lines of usefulness of the Association, and it had had capable management, and kind and generous friends. It was now not only better equipped than ever for the prosecution of its ordinery work, but to take up new lines. In this connection he referred in a humorous way to domestic science and what its instruction was going to accomplish. Before sitting down he said that at the request of the management he had been asked to dedicate the new hall, to which, after suitable explanation, he gave, amid the hearty plaudits of the audience, the name of Harris Hall.

Miss Wisner rendered a very charming piano solo.

The annual report read by Miss Mackenzie was a most interesting and exhaustive one.

HON. MR. HARCOURT'S ADDRESS.

Hon. R. Harcourt, Minister of Education, in opening his address, expressed his pleasure at being present on such an interesting occasion. An occasion not of interest alone to the city, but to the province as a whole. He congratulated the committee in charge of the work on the splendid results of their efforts. It was the culmination of long entertained hopes. If the work proceeded so happily in the next seven years as in the past seven great results might be anticipated. The splendid building would be a source of constant pride not alone to the young women, but to all citizens. The speaker expressed his sympathy with the movement of the Association. The educational side of it especially commended itself to him as a valuable adjunct to the Educational Department. Our teachers in this

province did their best during six hours a day for five days in a week. The pupil was under their instruction for the purposes of building high character and noble manhood. The work of education went on, however, outside school hours and school days. He sympathized with every institution that furnished that education. Youth was especially subject to formative influences. How wide the field of operations for the Y. W. C. A.' as wide as the womanhood of the world.

The speaker dwelt at considerable length with the work of the Y. M. C. A. Last year witnessed its 50th anniversary, which was celebrated by a world's conference at Boston. Twenty-three nationalities were represented at that conference and nineteen different languages were spoken. Messages of sympathy with the work were read from potentates the world over, showing that they belived that the last line of national defence was not material, was not in navies or armies, but in moral considerations and religious beliefs. The object of the Y. M. C. A. was three-fold, the intellectual, physical and spiritual advancement of its members. Its work was wide and was educational throughout. The Association recognized the fact that the boy who had a good secondary education had better chances of success in life than the boy without it. The Association aimed to develop on symmetrical lines the physical, mental and spiritual powers of manhood. Such an object deserved the greatest encouragement and sympathy.

The first Y. W. C. A. was formed in Boston in 1866. Before thirty years elapsed the movement had a quarter of a million followers. Women were just beginning to realize their heritage of potentialities and were now filling positions that thirty years ago were barred to them. Thirty years ago there was not a woman physician in Great Britain, now they are numerous. Women have taken their places in the courts, in the pulpit, in the professional chair. The speaker quoted passages from authors of the past and present, illustrating what great change had been made in woman's station and purpose in life.

What manual training was to the boys it was hoped domestic science would prove to the girls. These two were not to supplant

other studies. Learning was a democracy and there was no rivalry between subjects of study. Each must be assigned the place its value deserved. Something was needed to relieve the slavery of text books, and manual training and domestic science would help to achieve that aim. These subjects commended themselves.

Mr. Harcourt closed his admirable address with a few words of encouragement to those engaged in Y. W. C. A. work and was warmly applauded when he resumed his seat.

Mrs. Leeming contributed a very pretty vocal solo, which was greatly enjoyed.

MRS. HARRIS SPEAKS.

Mrs. T. M. Harris, president of the Dominion Association, conveyed in a few choice words the congratulations of that body to the local branch. If Toronto and Montreal did not look well to their laurels Brantford would carry off the palm. She spoke of the work the associations were doing among young women in placing them under helpful influences and in pleasant surroundings. There should be a wider view taken of the possibilities of women's work, of which the great underlying principles were loving organization and organized love.

OTHER SPEAKERS.

Short addresses were made by Mayor Wood, Mr. W. B. Wood and T. F. Best. All were of a congratulatory character.

Mr. C. Cook presented a short financial statement which showed that $7,000 had already been paid in, the pledges and property on Brant avenue amounted to about $9,600, and that the building was opened with not more than $4,000 to make up.

After the formal exercises were over a great many took advantage of the invitation extended to go over the building, all of which was thrown open for public inspection.

COLLEGE DAYS.

(Written for Acta Victoriana by Hon. R. Harcourt.)

Who can ever forget the years spent at College? How quickly the time flew! How soon examination day came round! How tedious some of the lectures were and how little helpful! How full of interest others and how useful! How courteous, patient and modest were some of the dons, (the majority of them I am glad to say), and how scholarly, "wearing all their weight of learning lightly like a flower." How stiff and formal and unsympathetic others of them were, (one or two of them only), without being too profound; how rough these were to common men such as the average student, and yet how ready to "honey at the whisper of a lord."

What close friendships we formed, and how pleasant it is to look back upon them now! There were fewer students then, and of a consequence drawn more closely together. One day, perchance, I receive a letter from an old College friend now a Doctor of Divinity and occupying a prominent city pulpit. In those old days in the seventies the last things he thought of by day or dreamed of by night were things spiritual and eternal. The day following a letter comes from another old friend now a learned Judge of the Superior Court, on whose brow "deliberation sits and thoughtful care." Thirty years ago he achieved fame on the campus only and was quite indifferent to the small matter of high place on the class list. What pleasing associations such letters recall! The campus, the west end reading room, the guadrangle, the residence corridors all live again and teem with interesting incidents. We are in a great hurry to get rid of the final examination, and ere the last sheet is written regret comes to us that we must soon leave the old haunts we love so well. These were our busiest and perhaps our happiest days, and like the arrow upon its track, or the spoken word, they will not come back to us.

What signal success, deservedly too, some of the old boys have won. They have not disappointed us. We expected it of them, they have only made good the promise of their spring. And how surprising it is that others equally gifted and studious have failed to do themselves justice, their own "virtues standing in their way."

The Judges and Doctors of Divinity of to-day were in those days just as severely pressed as the rest of us for a spare dollar or an extra book. They learned perforce in common with us all the useful tho' harsh lessons which dire necessity imposed. How valuable those same lessons have proved to be in after life. Thirty years have flown by and yet very many of the old class are struggling on. Only a few, and we say it reverently, have passed to "where beyond these voices there is peace." Changes many and marked are noticeable. Most of the Professors have passed away and new faces meet us at every turn. The names of McCaul, Croft, Hincks, Wilson, Chapman and Bevan are heard only as memories. The roll of students has been quadrupled, the teaching staff increased proportionately, and the curriculum greatly widened. The new Library building worthy architecturally of a place near by the beautiful main building we all admire, and the gymnasium, demand special attention. We of the old guard were not privileged to share in the advantages and comforts they confer. Other new buildings meet us on every hand, and the end is not yet. Helpful and necessary as they doubtless are, let us not forget that mere buildings alone, even though they be "poems in stone," do not of themselves constitute a great University. Unless the chairs are filled with profound scholars, original and inspiring teachers, mere piles of stone and morter will prove of no avail.

The residence, a strong feature of early days, is no more. We have in its place the homes of the Greek Letter Societies. The wearing of the cap and gown was far more general then than now. No one in those early days ever dreamed of "sweet girl graduates." To even hint at such a remote possibility would have been warmly denounced by the learned President himself. Inter-collegiate friendships and rivalries, whether concerning

the campus or the class room, were then comparatively speaking within narrow bounds. Knox College, then as now, was a true and stalwart ally, and her students invariably won their full share of University distinctions.

Indeed Knox and the University were then, educationally speaking, the sole possessors of the Park. Victoria, McMaster, and Wycliffe now divide the honors and occupy prominent sites, and they all taken together constitute a cluster of colleges of which any city or country might well be proud. To what extent their joint influence reaches who can tell? Their powerful effect on the national life who can estimate? And what is very important, and we are too apt to overlook it, each influences the other mightily for good. The work of the best and strongest Professors in each of the colleges proves to be a real inspiration to the students of all the others. The great influence, for example, of Dr. Caven of Knox, of Dr. Burwash of Victoria, of Dr. Clark of Trinity, of Dr. Wallace of McMaster, and of Dr. Sheraton of Wycliffe, extends far beyond the limits of their own class rooms. That our colleges are an important element even in the matter of national defence all admit. Their first aim is to assist in the development of high character, of noble and symmetrical manhood and womanhood. May their work prevail! The graduate owes a great debt of gratitude to his college. How few adequately acknowledge it. What a boon it would be to all our colleges, if this debt were acknowledged in some practical and substantial way? Those who have never had college advantages are too often those who have rendered the colleges timely and substantial aid.

The Glee Club, the Library, the Y. M. C. A. and the College paper are now-a-days important and valuable features of student life. Each of them forms part of the social mill in which the members "rub each other's angles down."

The high pressure prevailing everywhere permeates every college life, and whether it conduces to sound scholarship remains to be seen.